

# The Influence of Contextual Learning Models on the Students' Ability in Finding Short Story Values of the Eight Grade Students at Smp Negeri 4 Siborongborong in Academic Year 2017/ 2018

Sannur Hayati Sinaga

Email: sannurhayatisinaga@gmail.com

**Abstract**— *The influence of contextual learning models on the students' ability in finding short story values of the eight grade students at SMP Negeri 4 Siborongborong in academic year 2017/2018. This study aims to determine the influence of contextual learning model on the students' ability in finding the values contained in the short story of the eight grade students at SMP Negeri 4 Siborongborong in academic Year 2017/2018. The population of this study was all the eight grade students of SMP Negeri 4 Siborongborong which is in total 200 students and the sample was 37 students. This research method is used experimental with one group pre-test post-test design. The instrument is used multiple choice objective tests. The average value of pre-test was 65.81, while the mean post-test was 78.1. It can be concluded that the post-test average is higher than the pre-test value. Hypothesis testing is done by using t-test. From the calculation of hypothesis test obtained  $t_{count} = 14.6$  then consulted with the table at the level of significance of 5% with  $df = n-1 = 37-1$ . From  $df = 36$  obtained the significance level of 2.028. Based on calculations that have been done it can be seen that  $t_o > t_{table}$  was 14, 6 > 2, 028. Thus, the alternative hypothesis ( $H_a$ ) is accepted. Based on the calculated data, it can be concluded that the contextual learning model influences the students' ability in finding the values contained in the short story of the eight grade students of SMP Negeri 4 Siborongborong in academic year 2017/2018.*

**Keywords**— *Contextual Learning Model, Short story Values.*

## I. INTRODUCTION

Short story study in school is one of the items of learning in Indonesian language that should be improved to a better direction because during this time the students assume that the short story learning is a learning that is imaginary or

imaginary only. In addition, the lack of interest of students towards the learning of literature becomes one of the causes of the lack of understanding of students to the short story while short story learning actually provides its own pleasure for the reader, if the reader can understand the elements that build a short story.

In a short story, there are values of life, which consists of cultural values, moral values, social values, and religious values. By knowing and interpreting the values contained in a short story, the reader can certainly interpret the content and what the messages delivered in a short story. It is expected to find the values contained in the short story, students gain a good understanding of humans and humanity and recognize the values. But in fact, especially in high school literature learning is quite apprehensive, there are still many students who do not understand and unable to interpret the values contained in a short story and the ability of students is still low in understanding the values of short stories. This happens because the methods used by teachers are still conventional. Short story learning also becomes less attractive due to the less varied teachers' learning model. The learning model that should be applied is the learning that can give the students the opportunity to construct their own knowledge so that students are easier to understand the concepts taught and communicate their ideas in oral and written form. Therefore, it is time for the teachers to apply the learning models that focus on student competence by abandoning conventional methods. According to Suyanto (2003: 1) Contextual Teaching Learning (CTL) can get students involved in meaningful activities that are expected to help them connect the knowledge gained in the classroom with the context of real life situations. Learning with the role of the environment will naturally establish the knowledge that students have, learning will be more useful and meaningful if a student experiences what he learns and not just to know.

### The Research Problem

In relation to the background of the study, the research problems of this study are formulated as follows:

1. How is the students' ability in finding the values of the short story of grade VIII students at SMP Negeri 4 Siborongborong in Academic year 2017/2018?
2. How is the students' ability in finding the values of the short story of grade VIII students at SMP Negeri 4 Siborongborong in academic year 2017/2018 after using the contextual learning model?
3. Does the contextual learning model affect the students' ability in finding the values in the short story of grade VIII students at SMP Negeri 4 Siborongborong in academic year 2017/2018?

### The Research Objectives

The objectives of this study are:

1. To find out how the students' ability in finding the values of the short story before using contextual learning model of the eight grade students at SMP Negeri 4 Siborongborong in academic year 2017/2018.
2. To find out how the students' ability in finding the values of the short story by using contextual learning models of the eight grade students at SMP Negeri 4 Siborongborong in academic year 2017/2018.
3. To know whether the contextual learning model influences the students' ability in finding the values of the short story of the eight grade students at SMP Negeri 4 Siborongborong in academic year 2017/2018.

### The Significances of the Research

The significances of this research are:

1. To enrich the treasures of learning science of Indonesian language, especially aspects of contextual learning model in understanding the values of the short stories.
2. To provide an opportunity for students to find learning experience in understanding the values of the short stories.
3. To encourage teachers to implement innovative learning and overcome learning problems in understanding values.
4. Develop the insights and experience of the researcher as well as the theories that have been obtained.

## II. LITERATURE REVIEW

### Contextual learning model

Rusman (2012: 187) states, "Model pembelajaran dapat dijadikan pola pilihan, artinya para guru boleh memilih model pembelajaran yang sesuai dan efisien untuk

mencapai tujuan pendidikannya" "Learning model can be used as a pattern of choice, meaning that teachers may choose appropriate and efficient learning model to achieve educational objectives" Learning of mastering-oriented of a matter is considered fail to produce active, creative, and innovative learners. Learners succeed in remembering the short term, but failing to equip learners of solve problems in long-term life. Therefore, there needs to be a change of learning model that is more meaningful so that can equip the learners in facing life problems now or in the future. A suitable learning model for this is the contextual learning model. In contextual learning, the teacher facilitates the students in finding something new through learning by them rather than what the teacher says. Students actually experience and discover what they learn as a result of their own reconstruction, thus making it more productive and innovative. Some senses of contextual learning model according to the experts of education are as follows.

1. Contextual Teaching and Learning is a system that stimulates the brain to construct patterns that embody meaning. CTL is a teaching system that fits the brain because it produces meaning by connecting academic content to the context of the student's daily life. Taking advantage of the fact that the environment stimulates the brain's nerve cells to form a path, the system focuses on the context of relationships. (Johnson 2014: 57).
2. CTL is a learning that allows the learning process in which the students use their understanding and academic ability in various contexts inside and outside school to solve simulative or real problems, either individually or jointly. Howey R in (Rusman 2014: 190).
3. Contextual Teaching and Learning is a holistic learning process and aims to motivate students to understand the meaning of learning materials by connecting the material with the context daily life (personal, social, and cultural context) so that the students have knowledge/skills that can flexibly be applied (transferred) from one problem to another (Aris Shoimin 2014: 41)

From the above understanding, it can be concluded that the contextual teaching and learning (CTL) model is a learning concept that helps teachers connect between the subject matter taught to the real-world situations of the students, and encourages students to make connections between their knowledge and application in everyday life. The Students gain knowledge and skills from a limited context bit by bit, and from the process of constructing their own, as a provision to solve problems in their life as the members of society.

The advantages of contextual learning model (CTL) according to Aris Shoimin (2014: 44) as follows.

1. Contextual learning can emphasize students' full thinking activities both physically and mentally.
2. Contextual learning can make students learn not by memorization, but the process of experience in real life.
3. Class is in contextual not as a place to test data of their findings in field.
4. The subject matter is determined by the students themselves, it is not the result as given by others. Besides the advantages, contextual learning model also has a drawback or a disadvantage that is the application of contextual learning is a complex learning and takes a long time.
5. Implement as far as possible inquiry activities for all topics being taught.
6. Develop the student's curiosity by raising questions.
7. Creating learning communities, such as through group activities, discussion, question and answer and so on.
8. Presenting the model as an example of learning that has been done.
9. Familiarize the child to reflect on every learning activity that has been done.
10. Conduct an objective assessment of assessing the true ability of each student.

### The Characteristics of the Contextual Learning Model

Contextual learning model has characteristics in learning, as for the characteristics of the learning model, according to experts are as follows: The characteristics of contextual learning include:

1. The existence of cooperation between all parties,
2. Emphasizing the importance of problem solving or problem,
3. Boil down to the diversity of different student life contexts,
4. Mutual support,
5. Active students,
6. Sharing with friends,
7. Critical students, creative teachers,
8. Class walls and alleys filled with student work, maps, pictures, articles, humor, and so forth,
9. Report to parents is not only report cards, but students' work, reports on lab results, student essays, and so forth. Kunandar (2009: 298-299)

### Principles of Contextual Learning

According to Rusman (2012: 193-198) there are seven principles of contextual learning that should be developed by teachers, namely:

1. Constructivism
2. Finding (Inquiry)
3. Questioning
4. Community Learning
5. Modeling
6. Reflection
7. Real assessment (Authentic Assessment)

### Steps for Implementing Contextual Learning

According to Rusman (2012: 99) steps of CTL in learning can be done as follows:

1. Develop students' thinking to learn more meaningfully whether by working alone, finding their own, and constructing their own new knowledge and skills that they must possess.

### The Ability to Find the Short Story Values

The ability to find values is the ability of the students in obtaining social, moral, cultural, religious, and economic values from within short story. As for the value of the short story, students read the short story and then discuss it with their respective groups and look back the values in the short story. After finding the values contained in the short story, students conclude their findings in front of the class.

### Short Stories

The short story is a relatively short prose-shaped story. Short is meant to be read once seated in less than an hour. It is said to be short also because this genre has only a singular effect, character, plot, and limited settings, not diverse and complex.

Allan Poe in Nurgiyantoro in Reginna Bernadette (2006: 1) states,

*"Cerita pendek diartikan sebagai bacaan singkat, yang dapat dibaca sekali duduk, dalam waktu setengah sampai dua jam, genrenya mempunyai efek tunggal, karakter, plot dan setting yang terbatas, tidak beragam dan tidak kompleks (pengarang cerpen tidak melukiskan seluk beluk kehidupan tokohnya secara menyeluruh, melainkan hanya menampilkan bagian-bagian penting kehidupan tokoh yang berfungsi untuk mendukung cerita tersebut yang juga bertujuan untuk menghemat penulisan cerita karena terbatasnya ruang yang ada"* "Short story is defined as a short, readable reading once, within a half to two hours, the genre has a singular effect, character, plot and limited setting, not diverse and uncomplicated (the author of the short story does not describe the life of the character in its entirety, but only displays important parts of the life of a character that serves to support the story which also aims to save the writing of the story because of the limited space available"

From these statements, it can be concluded that short stories have the unanimity of ideas and can give a single dominant impression.

### The Characteristics of Short story

Based on the understanding of a very broad understanding of a short story, Purba (2001: 54) states the special characteristics of short stories are as follows:

1. The main characteristic of short stories is short, solid, and intensive.
2. Short story elements are scenes, characters, and motion (scene, character, and action).
3. Short story language should be sharp, suggestive, and attention-grabbing (suggestive, and alert).
4. Short stories must contain an author's interpretation of his conception of life both directly and indirectly.
5. A short story should pose an effect in the mind of the reader.
6. A short story should evoke the reader's feeling that the story is the first way that attracts feelings, and then draws thoughts.
7. Short stories contain details and incidents that are deliberately chosen and which usually raise questions in the reader's mind.
8. In a short story, an incident primarily dominates the storyline.
9. Short stories should have the main actors.
10. Short stories should have interesting effects (impressions).
11. Short stories depend on the situation only.

### The Element of Forming Short Story

#### Intrinsic Elements

Nurgiantoro (1995: 335) states, "*unsur intrinsik adalah unsur yang terkandung dalam cerpen itu sendiri. Unsur itu berupa tema, alur latar, toko, sudut pandang, gaya bahasa, dan amanat*" "intrinsic element is the element contained in the short story itself. It's a theme, a background, a store, a point of view, a style, and a message" The intrinsic elements are:

##### a) Themes

According to Mursini (2010: 146) "*Tema adalah ide sentral yang mendasari suatu cerita*" "Theme is the central idea underlying a story." Kosasih (2012: 40) says, "*Tema adalah gagasan yang menjalin struktur isi cerita*". Tema suatu cerita menyangkut segala persoalan, baik itu berupa masalah kemanusiaan, kekuasaan, kasih sayang, kecemburuan, dan sebagainya" "The theme is the idea of the structure of the story. The theme of a story concerns all issues, whether humanity, power, affection, jealousy, etc." So, it can be concluded that the theme is a general basic idea or central idea which is reject the author in telling the invented world he created that concerns all the problems in life.

##### b) Flow

Stanton in Nurgiantoro (2009: 113) says that, "*Alur adalah cerita yang berisi urutan kejadian, namun tiap kejadian itu hanya dihubungkan secara sebab akibat,*

*peristiwa yang satu disebabkan atau menyebabkan terjadinya peristiwa yang lain*" "Flow is a story that contains the sequence of events, but each event is only connected by cause, effect one cause or cause other events"

##### c) Background

The setting is also known as the fulcrum, refers to the sense of place, the relationship of time, and the social environment in which the events are reported (Abrams in Nurgiantoro, 2009)

##### d) Characterization

Jones in Nurgiantoro, "*Penokohan adalah pelukisan gambaran yang jelas tentang seseorang yang ditampilkan dalam sebuah cerita*" "Characterization is the depiction of a clear picture of someone displayed in a story". Characterization is often equated with character and character.

##### e) Viewpoint

According to Abrams in Nurgiantoro, point of view is the way or view the author uses as a means to present the characters, actions, backgrounds, and events that form the story in a work of fiction to the reader.

### The Nature of Values

Mulyana (2011: 99) says, "*Nilai adalah makna yang di belakang fenomena kehidupan. Dapat pula dikatakan bahwa nilai adalah makna yang mendahului fenomena kehidupan itu. Ketika nilai berubah, fenomena dapat mengikuti perubahan nilai. Demikian pula, jika fenomena kehidupan itu berubah maka nilai cenderung mengikutinya. Keadaan itu terjadi karena salah satu cara mengamati fenomena yang lahir dalam kehidupan.*" "Value is the meaning behind the phenomenon of life. It can also be said that value is the meaning that precedes the phenomenon of that life. When values change, phenomena can follow changes in values. Similarly, if the phenomenon of life is changed then values tend to follow it. It happens because one way to observe the phenomena born in life. According to Karyono (2012-37) stated that, "*Nilai kemanusiaan adalah nilai tentang harkat manusia. Manusia merupakan makhluk yang tertinggi di antara makhluk ciptaan Tuhan, sehingga nilai-nilai itu mencerminkan kedudukan manusia sebagai makhluk tertinggi dari antara makhluk-makhluk lainnya*" "The value of humanity is the value of human dignity. Humans are the highest creatures among God's creatures, so they reflect the position of human beings as the highest creatures of all other beings ". That is why people should always uphold the values that have been embraced by the community.

### The Types of Values

#### 1) Religious Value



Nurgiyantoro (2009: 326) says that, "*kehadiran religius dan keagamaan dalam sastra adalah suatu keberadaan sastra itu sendiri. Bahkan, sastra tumbuh dari sesuatu yang bersifat religius*" "religious and religion presence in literature is a literary existence in itself. In fact, literature grows from something religious." The value of religion can be known through the description of a character based on physical characteristics or certain religious symbols, quotations or propositions derived from scriptures, or images of the values of life based on universal religious teachings such as honesty, kindness, other.

The characteristics of religious values are:

- a. It highly expressed human qualities, deep conscience, dignity and dignity, as well as the personal freedom that humans possess.
- b. Religion is more indicative of the institutional worship of God and the official laws.

## 2) Moral Value

Nurgiyantoro (2009: 321) states, "*Moral dalam karya sastra biasanya mencerminkan pandangan hidup pengarang yang bersangkutan, pandangan tentang nilai-nilai kebenaran, dan hal itulah yang ingin disampaikan pada pembaca*" "Morals in literature usually reflect the author's life view, the view of truth values, and that's what the reader wants to say" From the expert's opinion, it can be concluded that the moral value is the values in the short story, it relates to morals, temperament or ethics. Moral values can be described through the description of the characters, relationships between characters, and dialogue. Moral values in short stories can be good moral values and bad ones.

## 3) Social Value

Nurgiyantoro (2009: 330) states "*banyak karya sastra yang bernilai tinggi yang didalamnya menampilkan pesan-pesan kritik sosial. Namun, perlu ditegaskan bahwa karya-karya tersebut menjadi bernilai bukan karena itu, melainkan lebih ditentukan oleh koherensi semua unsur intrinsiknya*" "many high-value literary works in which display messages of social criticism. However, it should be emphasized that the works become valuable not therefore, but rather determined by the coherence of all its intrinsic elements"

## 4) Cultural Values

Understanding cultural values is the values contained in the culture. Theodorson in Pelly (1994) argues that value is something abstract, which is used as a guide and general principles in acting and behaving. The person's or group's attachment to value according to Theodorson is relatively strong and even emotional. Therefore, values can be seen as the purpose of human life itself.

## III. RESEARCH METHOD

The method used in this study was the experimental method. This research used one group pre-test post-test design. Because in this design there is pre-test, before being treated, thus the treatment results was known more accurately, because it can compare with the situation before being treated. This method was used because researcher wanted to know the influence of contextual learning model on the students' ability in finding the short story values of grade VIII students at SMP Negeri 4 Siborongborong in academic year 2017/2018. The type of design used in this research was One-Group Pre-Test Post-Test Design. Arikunto (2009: 212) argues that the model "*One-Group Pre-Test Post-Test Design merupakan eksperimen yang dilaksanakan pada satu kelompok saja tanpa pembandingan*" "One-Group Pre-Test Post-Test Design is an experiment conducted on one group alone without comparison" In this design, the data collecting technique was done twice before the experiment (pre-test) and after the experiment (post-test). The pattern of research according to Arikunto is as follows.

Table.3.1: Experiment Design One Group Pre-Test Post-Test Design

Class	Pre-Test	Treatment	Post-Test
Experiment	$O_1$	X	$O_2$

## Population and Sample

Sugiyono (2009: 297) states that the population can be interpreted as a generalization region consisting of subjects and objects that have certain qualities or characteristics set by researchers to be studied and then drawn conclusions. Based on the above opinion, the population stated in this study is all students of class VIII at SMP Negeri 4 Siborongborong in academic year 2017/2018, which consists of 200 students. The sample is a small group taken from the population. The sample is a reflection of all the characteristic characteristics possessed by the population. Arikunto (2006: 131) states that, "*Sampel adalah sebagian atau wakil populasi yang diteliti*" "The sample is part or representative of the population studied" In determining the number of samples, the researcher used random sampling technique. Having applied the technique, then the sample of this study was Class VIII-C consisting of 37 students.

## Location and Time of Research

This research was conducted at SMP Negeri 4 Siborongborong in academic year 2017/2018. The study was conducted in September 2017 in the odd semester of the academic year 2017/2018.

#### IV. RESULT AND DISCUSSION

##### 1) The Students' Ability to Find Values Contained in Short Stories of Class VIII at SMP Negeri 4 Siborongborong in Academic Year 2017/2018 before Using Contextual Learning Model

Before using contextual learning model, it was equal to 65,81 and the highest score of the students' ability to find the short story value before using contextual learning model is 85 and the lowest value is 50. Frequency distribution results in finding the value of short story before using contextual learning model based on the calculation obtained, the average value is 65.81 and standard deviation of 9.11. Pre-test results in finding the short story values before using contextual learning model is in good category (16 students or 43.25%), enough category (17 students or 45.95%) and no students got less category. The identification of the results of the pre-test was normal, and within the fair category, since the most categories are sufficient categories.

##### 2) The Students' Ability to Find the Values of Short stories Contained in the Short of the Eight Grade Students at SMP Negeri 4 Siborongborong in Academic Year 2017/2018 After Using Contextual Learning Model

After using the contextual learning model, the students' average score is 78.1 and the highest score of ability to find the short story values after using contextual learning model is 90 and the lowest value is 60.

##### 3) The Influence of Contextual Learning Model on The Students' Ability in Finding Short story Values

Based on the above description, it can be seen that the average value of the students' ability to find the short story values before using contextual learning model is 65,81 and after using contextual learning model is 78,1. This means that the average student score data before using the contextual learning model is smaller than after using the contextual learning model.

#### The Discussion of Research Results

From the result of learning (testing) by using contextual learning model which was done, it is known that the students' value is higher than before using the contextual learning model. It is known that the value of the pre-test finding the values contained in the short story, moral, social, cultural, and religious values in the short story before using contextual learning model is in good category (16 students or 43.25%) enough category 17 students or 45.95%, the less category is 3 students or 8.1%. While learning after using contextual learning model is very good category (12 students or 12, 44%) good category (20 students or 54, 05%) enough category (5 student or 13, 51%) and no student get less category. In testing hypothesis  $14, 16 > 2.02$ , so null hypothesis ( $H_0$ ) rejected and alternative hypothesis ( $H_a$ ) accepted. This shows that

the use of contextual learning model significantly influence in improving the ability to find the values contained in the short story.

#### V. CONCLUSIONS

The conclusions of the research are:

1. The students' ability to find the short story values by the students of grade VIII at SMP Negeri 4 Siborongborong in academic year 2017/2018 before using the contextual learning model obtains the average score of 65.51 and is in enough categories.
2. The Students' ability to find the values contained in the short story by the students of grade VIII SMP Negeri 4 Siborongborong in the academic year 2017/2018 after using contextual learning model, the average value of 78,1 is in good category.
3. Hypothesis testing proves that  $t_{\text{count}} > t_{\text{table}}$  (14,  $6 > 2.02$ ). This proves that there is a significant influence on the use of contextual learning model on the students' ability to find the values contained in the short story of the eight grade students at SMP Negeri 4 Siborongborong in academic year 2017/2018.

#### REFERENCES

- [1] Arikunto, S. (2002). Metodologi Penelitian. Jakarta: Rineka Cipta.
- [2] Arikunto, S. (2006). Prosedur Suatu Pendekatan Praktik. Jakarta: Bumi Aksara.
- [3] Arikunto, S. (2009). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara.
- [4] Hasibuan, A. (2002). Mahalnya Kebudayaan. Jakarta: Balai Pustaka.
- [5] Kunandar. (2009). Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru. Jakarta: Raja Grafindo Persada.
- [6] Margono. (2010). Metodologi Penelitian. Jakarta: Rineka Cipta.
- [7] Muslich, M. (2009). Pembelajaran Berbasis Kompetensi dan Kontekstual. Jakarta: Raja Grafindo Persada.
- [8] Nazir. (2010). Metode Penelitian, Cetakan kelima. Jakarta: Ghalia.
- [9] Nurgiyantoro, B. (2009). Teori-Teori Pengkajian Fiksi. Yogyakarta: Gajah Mada Press.
- [10] Pelly, U. (1994). Teori-Teori Sosial Budaya. Jakarta: Direktorat.
- [11] Purba, A. (2001). Sastra Indonesia Kontemporer. Medan: USU Press.
- [12] Rina, A. (2010). Pengembangan Belajar Aktif. Jakarta: Bumi Aksara.
- [13] Rusman. (2012). Model-Model Pembelajaran. Jakarta: Rajawali Press. Sanjaya.

- [14] Sugiyono. (2009). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.
- [15] Sugiyono. (2009). Pengantar Statistik Pendidikan. Jakarta: Raja Grafindo Persada.